

Extra - Curricular Activities
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School Activities

The Extra Curricular Magazine

for—

School Executives
Club Advisors
Class Sponsors
Coaches
Student Leaders

PUBLISHED BY THE
SCHOOL ACTIVITIES PUBLISHING CO.
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TOPEKA, KANSAS

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SCHOOL ACTIVITIES

The Extra Curricular Magazine

PUBLISHED MONTHLY
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C. R. VAN NICE, EDITOR

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As the Editor Sees It—



The time will soon be at hand when something can be done to fill the general need for directors of extra-curricular activities. Most graduate schools offer courses for that purpose. The man or woman who will prepare himself to give his school the spirit and vitality that go with well-directed extra-curricular activities will make himself indispensable to that school. School men could wisely direct some vacation study into that field.

Extra-curricular activities make up the exploratory field in education. They are the feelers by which the curriculum makes its way. Perhaps you will understand what I mean when I say that they are the cat's whiskers.

I once thought a good impromptu speech was one made by a speaker peculiarly and mysteriously endowed with ability of that kind. Later I came to believe that a good impromptu speech was one that had been carefully planned and rehearsed beforehand. Now it is my opinion that a successful speech of that kind is one made by a person who has come to realize that there are only a few things to be said on any occasion. The good speaker has only to express those few things in a new and striking way.

The editorial mail is always interesting. There is a thrill in every item. Manuscripts for examination, requests for permission to copy, inquiries of various kinds, friendly greetings, and replies to ours of an earlier date—no two alike and few similar—are the daily surprises the postman brings. Have we heard from you?

As we are told repeatedly, times of unemployment and business depression are times of increased school enrollment, particularly so in higher institutions of learning. It is readily assumed that, freed from the temptation to quit school and go to work, high school students will show a stronger tendency to complete their education. But staying in school in itself is not a cardinal virtue. Many of the students of our high schools go about their assignments with a growing attitude of hopelessness. They see evidence that culture, education, training, and skill do not always guarantee employment that will bring prosperity, comfort and safety. These students offer a challenge to the educator who can see beyond the present and who has the personality, intelligence and training to lead them through the Slough of Despond. Only schools with atmosphere, spirit, and vitality—schools characterized by student participation under competent faculty guidance—will meet the test.

IN COMING ISSUES

Feature Articles Dealing with Various Phases of Extra-Curricular Activities.

News of Developments in the Extra-Curricular Field.

Seasonal Games and Stunts.

Plays and Entertainment Features.

Money-Making Plans, and

Many Other Attractions.

I have just learned of a Junior-Senior banquet which must have been the limit of something or other. The total cost was about eight dollars per junior—one-fourth of which went to pay the express charges on moss shipped from Florida to be used for decoration of the banquet hall. Such startling reports as that indicate that extra-curricular practices are too varied, to say the least. Somebody is wrong. It is the hope of SCHOOL ACTIVITIES to have a part in determining standards and disseminating practices that will bear toward reasonableness and fitness in all things.

SOME POSITIVE THINKING ABOUT THE EXTRA-CURRICULAR PROGRAM.

By HAROLD D. MEYER,
University of North Carolina.

A glance at the evolution of the school curriculum in the United States gives adequate proof as to the trend. In 1650 we find two subjects taught, Reading and Religion. In 1750, Writing, Spelling and Arithmetic are added. By 1850, Literature, Grammar, Composition, Geography and History appear with the others. By 1900, Language, Hygiene, Nature Study, Drawing, Manual Training, Domestic Science and Music help to make up the course of study. Today the curriculum continues to absorb the practices that were once extra-curricular. Health and Physical Education, Agriculture, Industrial and Household Arts, Drawing, Dramatics and a host of other subjects make up the ever changing curriculum. This changing content of the program is the basis of the difficulty we have with extra-curricular terminology. But the vital effect of the picture is to show the value and the increasing emphasis placed upon a more comprehensive interpretation of the educational process and the power of the school as a social institution in transmitting to each generation the wisdom of the race and through which the individual and society receive guidance in continuous efforts for adjustment and progress.

The extent to which the modern schools are different from the schools of yesterday and the basis upon which new curricula are being formed will be found in the test as to whether the school meets the need of society at any given time and period. It must be clear, therefore, that the social school must be an increasingly important and comprehensive institution in proportion as the knowledge and needs of society increase. Likewise, it must be clear that in a modern complex civilization there is more and more need of individual guidance for the pupil and social guidance for the group.

Modern civilization through the invention of so many time-saving and labor-saving devices has provided one thing to us that the past generations could not give—leisure time. Every labor-saving device is, in most cases, a body deteriorating force and as we conquer time we literally place into the hands of thousands of people thousands of hours to interpret

as they wish. Man's physical active life is fast disappearing, work is highly specialized, the chores of children are almost entirely eliminated. Life is being made more strenuous, congestion is about us and monotony comes by the method. We must search for facilities. We must be confident that the function of education is not only to teach us how to make a living but to teach us above all else—HOW TO LIVE. What is being done with leisure time? What facilities are at hand to use it wisely? Until we offer a program of positive and constructive facilities we cannot blame one for doing anything when one knows of nothing else to do. Since time and labor are making for social change and giving us interpretative values we should be sure that we build FACILITIES of physical worth, mental stimulation, social guidance and moral force.

It may be confidently stated that material civilization has advanced more in the last two hundred years than in the two thousand preceding them, and more in the last fifty years than during the balance of the two hundred. In an unusually brief time means and methods of transportation by steamship, railroad, automobile and the airplane have completely revolutionized life's contacts. A myriad of inventions and discoveries, as, synthetic chemical properties, the X-ray, Pasteur treatment of germs, the radio and wireless have created wide social changes. Mass production and dissemination of printed matter, metal parts, watches, electrical appliances and a thousand and one other recently created necessities and comforts have brought within the reach of the humblest citizen commodities that but a few years back could only be enjoyed by the very rich. The wildest stories of the Arabian Nights are scarcely more incredible than the common place occurrences of the present. The impossible of yesterday is the ordinary occurrence of today. Material progress has advanced beyond our farthest visions. The outstanding feature of the age in which we live is the achievement of physical science. At the same time social development, where achieved at all, has made advances at significantly slow paces. While we have been harnessing physical forces—political, economic, legal and sociological questions have grown enormously more complex. The size and distribution of population, the force in the

growth of wealth, the many new contacts and contracts among man and the gain in the sum total of human knowledge applied to all phases of life carry with them the possibilities of new and redirected desires, new social ideals and in the end a demand for modified social orders.

It must be clear, therefore, that in these epochs of change there must be constant conflict between the old and the new. That with each new change, custom and form there must come need for social adjustment. There can be no static society. There can be no sound static curriculum. There can be no social progress without continual multiplication of social problems. There can be no effective schooling without continual endeavor to adjust and adapt the curriculum.

That school, we say, is not a good school which does not, through its organization and curriculum make for better homes and families, for better industry and work, for better citizenship and government, for better social morality and strong personality and for better community. This is an excellent way of gauging the importance of the task that is conceived to be the function of the school to perform. Many a school can be found successful or wanting by this simple test of its place in society.

In the realization of these major functions of the school and in promoting the general objectives of education there are many activities which have been developed in the schools to supplement the curricular program. These we call extra curricular. In some schools certain practices may be curricular, while in others they are extra curricular—the individual situation determining. In many schools musical organizations like the chorus, band or orchestra; dramatic activities; publication work with the school newspaper, annual, handbook or magazine; and physical education practices as athletics and sports all receive curricular credit. Other schools have abandoned the club program and absorbed it into the pedagogy of the class room. Some schools recognize credit for the activities of the Boy Scouts, Camp Fire Girls, Rangers, Hi-Y groups, 4-H Clubs and others.

The modern school is directly confronted with turning out products to meet these changes and forces. Hence, there are many new processes in education. Safety Education, Thrift Education,

Character Education, Vocational Guidance and Preparation for Parenthood are all illustrations of the new in extra curricular activities and indications of the demands on the school for modern adaptation. To argue that the curriculum is overcrowded, that these practices are but fads or frills, that the time element cannot stand further pressure or that these activities are crowding out the so-called regular curriculum and affecting scholarship can hardly be justified. Because we are attempting to meet change does not mean deterioration nor disintegration—it means an effort to adjust and adapt. There is no need to wage war against these forces nor to criticize them as useless. There is no need to attempt to check them or drive them from the functions of modern education and school responsibility. Rather let us study them, research with them, evaluate them, find out all we can about them and fit them for their field of best service. All extra curricular activities are not good for all pupils nor all situations. There is need for interpretation and choice. All that is said about extra curricular activities, good or bad, cannot be proved nor found entirely valueless. This is the challenge—to understand them as tools and processes for the advancement of the function of the modern school. The doors of research are wide open.

The teaching of thrift may mean more than merely training pupils to save. Thrift involves proper spending as well as proper saving. Perhaps reckless spending caused our recent economic depression but panicky saving surely aggravates it.

Due to the zeal of salesmen of janitor supplies many school buildings have what some people seriously call "a clean smell." As if cleanliness had a smell. To believe that a vapor harmless to the delicate tissue of the human lungs will destroy disease germs calls for extraordinary credulity.

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STUDENT ACTIVITIES AS A VALUABLE PART OF EDUCATION.

By L. E. HENDERSON.

I would like to support the statement that "Student Activities form a valuable part of education and we are justified in giving them a large place in the weekly program", by having you think with me for a few moments on the following outline:

1. Definition of extra-curricular activities.
2. Values ascribed to extra-curricular activities.
3. The trend in education.
4. The need in education.

I. Definition of extra-curricular activities.

Extra-curricular activities might be defined as those activities that are extra or beyond the regular curriculum. If I were to use that definition today I would have a very limited field because most of the activities of which I am concerned are provided in the regular curriculum. That is, they are in the regular schedule, meeting at regular times because I deem them of sufficient importance to occupy such a place in the school program.

When I speak of extra-curricular activities I have in mind clubs such as Future Farmers, "C" Club, Spanish Club, Pep Clubs, organizations such as: Student Advisory Board, Girl Reserves, Hi-Y, Home Room organizations and Student Assembly Programs.

II. Values ascribed to extra curricular activities.

In a study made by Dr. Leonard V. Koos and reported in the twenty-fifth year book of the "National Society for the Study of Education", the number of writers recognizing certain values in the extra-curricular activities are shown on the chart. This is a study taken from forty writings:

VALUES IN	NUMBER
1. Training in some civic-social-moral relationship	37
2. Socialization	23
3. Recognition of adolescent nature	24
4. Training for leadership	22
5. Improved discipline and school spirit	21
6. Training for social cooperation	19
7. Actual experience in group life	17
8. Training for citizenship in a democracy	16
9. Training for participation	15

Other values recognized by fewer writers are in the order of their importance: Training for ethical living, (11), Health, (10), Improved scholarship, (8), Relation of school and community, (7), Constructive influence on instruction, (6), Intellectual training for worthy home membership, (4), Vocational training, (4), Training in parliamentary usage, (3).

The Objectives of Extra Curricular Activities—Harry C. McKown.

1. To prepare the student for life in a democracy.
2. To make him increasingly self-directive.
3. To teach cooperation.
4. To increase the interest of the student in the school.
5. To foster sentiments of law and order.
6. To develop special abilities.

Obstacles to achieving the values claimed are shown in Chart No. 2 which is self-explanatory.

III. The Trend of Present Education:

Many subjects that were formerly considered as extra-curricular activities are now found in the regular curriculum of all up-to-date high schools. Not so many years ago all music such as band, orchestra, glee clubs and chorus were trained outside of regular school hours. Debate teams were trained as an outside activity. Journalism students prepared copy and planned school papers as extra work. Physical education, if offered, was not during regular school hours. Art and drawing were taught as a side line. These and many others were formerly extra-curricular activities. Today they are recognized and given curricular space in all high schools.

Dr. Wm. H. Kilpatrick, in his book, "Education for a Changing Civilization" gives a very strong argument for extra curricular activities. He says, "Future social stress promises to be greater than ever we have known. A changing civilization and increasing specialization demand a broader and stronger social outlook and interest, also a stronger moral and personal character to withstand the otherwise crushing bigness". But how are we going to provide for this social training in an already crowded curriculum? The answer is simple.

1. Rid the schools of dead stuff.
2. For most pupils, Latin can and should follow Greek into the discard.

3. Likewise with most of mathematics for most pupils.

4. Much of present history study should give way to study of social problems.

5. Modern foreign languages can hardly be defended for most who now study them.

6. English and science need remaking from within rather than rejection. This will give time in abundance.

I continue to take the thought from Dr. Kilpatrick in this. There are three things that stand out in the school we need.

1. It must be a school of life, of actual experiencing. No other one can furnish the needed learning conditions. Student advisory boards, student assemblies, home room activities and club organizations are activities of actual experiencing, not the old recitation type of class.

2. It must be a place where pupils are active, where pupil enterprises form the typical unit of learning procedure.

3. A sympathetic teacher who recognizes that growth takes place through progressive pupil activity, and that growing is growing only as it leads to ever widening effectual control by the pupil. If we agree that such activities are found in many of our present so-called extra curricular activities, and if the above statements are true, then such activities are of sufficient importance to be given a place in the curricula of our schools.

A SHORT VISIT.

A Monologue.

By MAUDE BOOTH NEWTON.

Well, Miss Gates, I guess you and I will be alone for an hour and a half, for when Mamma goes over to Mrs. Tanners for "just a minute" that means all morning and for lunch, too, if Mamma can manage to get invited. Mom sure does love to eat at other people's houses.

Miss Gates, I think you wear the per-

tiest dresses. And do you know (studies her thoughtfully), I don't think you are so very homely? Oh, you're welcome, Ma'am. Well, you see when Mamma said "That Miss Gates has wished herself on us for the convention again this year," Dad couldn't remember you; and Mamma said, "Oh, you know, Jim; that terribly homely person." Gooness, tho, I think you have the pertiest hair! Say, would you mind so very much if you took your hair off and let me try it on my head? Why, Miss Gates, I'm not being bad. Well, but my Mamma said yours was the kind you could take off at night when you went to bed, and I just thought maybe you wouldn't mind if I—all right, Miss Gates, I'll keep still about your hair.

I do want to ask you about what a crush is. A crush! My Mamma told Mrs. Tanner yesterday that you had a crush on my Uncle Earle and that's why you asked to stay at our house. Why, Miss Gates, what is wrong? You are going to leave! Huh! I wonder what Mamma will say. She was afraid you were going to stay all week and Sunday, too. I guess I'll go tell her right quick. (*Exit.*)

Don't Be A Moocher.

Often merchants will co-operate in putting on school functions, but it is a mistake to make them just hand over cash to subsidize the play or concert.

In order to help the merchant realize a benefit from his aiding your performance, ask him to give a ticket to the games, to plays, to lectures, with every \$10 worth of goods bought between the announcement and the date of the performance. If the tickets cost just a dime or 15c, he can give them with less than a \$10 order; or you can sell him a block of tickets at a reduced price. But you must not go about begging the merchants for extra favors for your school activities. Be sure you have something to offer him in return!

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MAUDE'S MOTHER-IN-LAW AND THE FRECKLE CREAM.

An Hilarious Farce in One Act.

(Time—twenty minutes.)

By VERA HAMILL-HAFER.

CHARACTERS.

Maude Jones, a young matron, impetuous, excitable, medium tall, pretty. In smart house dress.

Minnie Drew, a young matron, very freckled, but witty and interesting. In a house dress.

Mrs. Batesville, an elderly woman, in modish traveling suit, hat, gloves, shoes, and bag to match.

Mrs. Jones, an elderly woman with white hair, attractive and smartly dressed.

Jack Jones, Maude's husband. Wears a business suit.

SCENE:—Living-room of the Jones' home. Door to outside center left, with hall tree to the right as you enter. Door to dining-room center right. Window rear wall to the left. Telephone desk and chair left, down from the outside door. Sofa center stage, backed by long davenport table. Chairs left and right. Big easy chair right, down from the dining-room door. Pictures on the walls, some crooked. Papers and magazines scattered on chairs and floor. Two garments and a towel may be hung carelessly over chairs or piled on table. Everything evidences Maude's untidy housekeeping.

TIME:—Present.

(As the curtain rises, Maude talking on the telephone.)

MAUDE (*evidently excited*): Oh, Jack! You mean tomorrow?—You just received her telegram?—Oh, Honey! It makes me nervous to think about it.—Well, I've got too much to do to say any more. You know this house is a sight! (*Looks around at living-room.*) It will take me a whole day to clean it up.—Well, I won't worry any more than I can help, only I do wish now we had gone to visit your mother when we were on our honeymoon.—Yes.—Well, all right.—Good-bye, dear. (*Hangs up the receiver and surveys the room. Speaks to herself.*) My gracious sakes alive! My mother-in-law of all people! How will I ever get through her first visit?

(Minnie Drew opens the door from the dining room and walks in.)

MINNIE: Talking to yourself, eh? What's this I hear you say about your mother-in-law?

MAUDE (*surprised*): Minnie Drew! Where did you come from?

MINNIE (*sits in easy chair at right*): Oh, I just came across the alley and in at the back door. I heard you talking and thought someone was in here.

MAUDE: I was just talking to Jack on the phone. Minnie, what do you think! Jack's mother is coming tomorrow to make us a visit!

MINNIE: She is!

MAUDE: Yes. Jack just got a telegram from her saying they were driving through and would be here about tomorrow afternoon. Isn't that terrible? I've never even seen the woman, but I know she will think I am the world's worst housekeeper. Just look at the work I've got to do before she gets here.

MINNIE: Now, Maude, don't take it so hard. Maybe I can help a little. Where are you going to put her to sleep?

MAUDE: That's just it! We haven't even a spare bedroom. You know, when we were planning our furniture, I just figured if we didn't have any guest room, we wouldn't ever have to have any guests. Now I suppose we will have to give her our bedroom, and Jack and I will have to sleep out here on the davenport.

MINNIE: Why don't you let her sleep out here? If you make things a bit inconvenient for her she won't stay so long.

MAUDE: Oh, Minnie! The idea! Jack would never stand for that. Anyway, I want to make a good impression on her. But just think—you know how I cook. My fried eggs are always gutta-percha, and I can't broil steak fit to eat. Oh, she won't stay long, all right. She will be too disgusted with my housekeeping. And I would be ashamed to ask her to help me or show me how to cook!

MINNIE: Well, I see you *are* in a predicament. I thought when I came over I had the only and original tale of woe. But I see now my grievance is nothing in comparison to yours.

MAUDE: Why, what has happened to you? Is your mother-in-law coming to visit you, too?

MINNIE: No. My caller just left. Horrid old thing. Made me feel like thirty cents and I wanted to shove her out, too.

MAUDE: Who was it?

MINNIE: Some saleswoman selling freckle cream. Can you imagine that? And there I stood in the door without a speck of powder or rouge on, and tried to tell her I didn't need any—with all my freckles glistening like a full moon in August!

MAUD (*laughing*): What did you tell her?

MINNIE: That's just it! What could I tell her? I first said I wasn't interested. Well, she gave me one good look—trying to get a rough estimate of how many freckles I had—and then asked me if I used anything to remove them.

MAUDE: Of all the nerve!

MINNIE: Well, I was mad to think I had gone to the door, and I was trying to say I liked my freckles, but she didn't give me a chance to say a word. You know how they are?

MAUDE: Yes, I know.

MINNIE: She took out her booklet with the illustrations and began to talk, and the first thing I knew she was in the house giving me a demonstration, and before I knew what it was all about, she had me signed up for six dollars' worth of stuff which will be shipped C.O.D. Imagine what Dick will say when he hears that!

MAUDE: It's a crime the way these saleswomen get away with things. Do you suppose she will come here?

MINNIE: That's why I came right over—to warn you not to let her in. I wish you could play some trick on her if she does. It makes me mad yet the way she looked me over and told me what I needed. If I could just have been prepared with something to spring on her—

MAUDE: Say! Why couldn't I begin, the minute she knocks on the door, to try to sell her something? Just try some of her own tactics on her.

MINNIE: Oh, Maude! You'd be just the one to do it. Just talk so fast, she wouldn't have a chance to get in a word about her old freckle cream.

MAUDE: Do you suppose she *will* come here? What was she like?

MINNIE: There were two of them in the car. They were driving a big blue sedan. Riding around in state and living off some poor simpleton like me, who is too hard up even to own an Austin!

MAUDE: Just wait. If they show up here—I've got an idea. I'll start right in to sell her a subscription to a magazine or two. I'll look her over and decide she

looks kind of dumb and should read more, and then begin. You know I've got a tongue in my head if I ever take a notion to start it going!

MINNIE (*gets up and looks out the window*): There's the car now! They're stopping! The other woman is getting out here. Say, I'll hide in the dining-room while you talk to her. (*Exit right.*)

(*Maude grabs two magazines, peeks out the window, and at the knock on the door at left, opens it. An elderly lady steps in.*)

MRS. BATESVILLE: Is this Mrs. Jones? I'm Mrs. Batesville.

MAUDE: Oh, how do you do, Mrs. Batesville! I was just looking for you. I am so delighted you have come. Just sit here, won't you? (*Motions to sofa. Mrs. Batesville smiles, crosses over to the sofa, and is about to speak, but Maude rushes on.*) You know, I just don't have the time to go out to call on every one, and I am always so glad when people come here instead. You see, I love my work so, but it does take so much time when I have to walk around from house to house. Now, I see that you are fortunate in having a nice car, and of course you don't mind coming here instead of my having to go to see you. (*Pauses for breath.*)

MRS. BATESVILLE: Why, I—

MAUDE: (*Interrupting*): Perhaps it does seem a little strange, to you, but I have such good luck introducing these magazines to every one who calls here. It just shows that so many people enjoy reading. You do read, don't you, Mrs. Batesville?

MRS. BATESVILLE: Why, no, really—that is, I mean—

MAUDE: There! Isn't it a shame that you have neglected yourself so? I always say that a person to be really pleasing in personality and character must be a good reader. And one should read really good magazines, to be well versed on timely topics, you know.

MRS. BATESVILLE: I—

MAUDE: (*Continuing*): Now, I wouldn't waste my time selling inferior quality papers. I think it were better to leave the mind perfectly empty, than to fill it with trash. So, my dear Mrs. Batesville, you needn't have a doubt in your mind but that these are the best magazines for your money you could possibly buy.

MRS. BATESVILLE: Mrs. Jones, really, you—

MAUDE: Now, take this magazine, here, *The Wumpus Weekly*. Such a stirring title and the material inside just as stirring! You will love its beautiful illustrations, and the authors who write for *The Wumpus Weekly* are the best known in the world. (*All during this scene, Mrs. Batesville is trying to protest but Maude goes on with her sales speech, regardless.*) And best of it all, it is only five dollars a year! Just think of that, Mrs. Batesville. Only five dollars a year to be well read, to have your personality enhanced a thousand fold, and to have your mind stirred and stimulated to such a point that your friends will all refer to you as a shining light in your social circle! Only five dollars does the trick. All you have to do now is to sign on the dotted line, and pay when the magazine sends out its first issue. Right here, Mrs. Batesville. (*Maude reaches for the telephone pad and pencil and gives them to Mrs. Batesville.*)

MRS. BATESVILLE: Really, I'm afraid you've—

MAUDE: Yes, that's the place. Just sign right here. Your full name and address, please, or your husband's initials will do, of course, that is if you have a husband!

MRS. BATESVILLE: But you surely are mak—

MAUDE: Yes, right here, Mrs. Batesville. (*Mrs. Batesville signs her name.*) Such a beautiful magazine—and to think every week it will come to grace your home with its intellectual charm! (*Maude takes away the pad and pencil, picks up another magazine from the table and holds it out.*) Now this other magazine, *The Muggins Monthly*, is even better than *The Wumpus Weekly*. It is really quite elite in its clientele. We aren't even allowed to let people subscribe to *The Muggins Monthly* unless we are very sure they are quite *right*, socially. This magazine gives you even more prestige among your friends, than the other, and of course that is saying a great deal. I can tell just by looking at you that you certainly won't wish to be without *The Muggins Monthly* one minute, now that you have a chance to subscribe for it. (*Maude pauses for breath.*)

MRS. BATESVILLE, (*weakly*): Really, Mrs. Jones—

MAUDE, (*rushing on*): You can see for yourself, what excellent quality of paper is used for the pages of this mag-

azine. And the cover designs are so perfectly gorgeous, that everyone tries to get hold of a copy! For you know, of course, that no one but a subscriber to *The Muggins Monthly* is allowed to have the covers. Just the fact that you have them framed and hung where your friends will see them is instant proof to them that you belong, socially. How your neighbors will envy you! How your friends will increase!—And all on account of this splendid magazine. Just sign here on this dotted line, Mrs. Batesville, (*Maude gives her the telephone pad and pencil again, and Mrs. Batesville sighs in resignation and signs without protest*), and *The Muggins Monthly* is yours! Not one penny to pay until the first issue is delivered. There, that's fine. (*Takes the pad and pencil from her and opens the door.*) This magazine will also be sent you C. O. D. the first issue. Only ten dollars a year, or three years for twenty-five dollars. (*Mrs. Batesville gasps.*) So reasonable! I'll just have it sent for the three years, because I know once *The Muggins Monthly* makes its first appearance in your home, you will never wish to be without it! (*Mrs. Batesville stares like some one suddenly gone insane, opens her mouth to say something further, but Maude pushes her out the door and closes it after her. She sits on the sofa, breathing hard, and fans herself. Minnie appears from the dining room and sits in the easy chair down right. They both laugh.*)

MINNIE: Well, of all the nerve! You certainly take the cake. I'm only sorry it wasn't the same woman who talked me out of my six dollars. I'll bet they leave this town in a hurry! Maude, you're a genius. Why waste your time being a poor cook when you are such a wow of a saleswoman?

MAUDE: Whew! I didn't know I could get so out of breath! Say, did I have the old sister weak! It was a shame, too because she looked as if she would be nice enough, if she weren't engaged in such business as freckle cream.

(*Telephone rings.*)

MAUDE (*answering*): Hello.—Oh, hello, Jack. What?—WHAT! She has! Oh, my soul! Today? Now? Oh, Jack, I haven't a thing ready. Not even the house clean. Why, I've been awfully busy, dear, since you called. Yes. Oh, just busy, dear. I'll tell you when you

come. All right, Jack. Goodbye. (*Hangs up receiver and pretends to faint.*)

MINNIE: What's the matter now?

MAUDE: Matter! Jack's mother is here already! They came through quicker than they thought, but they meant this afternoon, anyway. The telegram they sent Jack should have reached here yesterday. (*Maude jumps up and surveys the livingroom.*) Minnie, you'll have to help me straighten up this room. I helped you get even with that saleswoman. Come on.

(*They both begin to pick up the papers and Maude goes to the dining room for a dustcloth. She returns and they work for a few moments in silence.*)

MINNIE: When did Jack say she arrived?

MAUDE: Oh, quite a while ago. They had already started up here when he called. He said he had a customer and couldn't call me just as they left. (*They pile papers and magazines on the table, and Maude dusts the tops of the table and chairs in great haste.*)

(*Someone knocks at the door left.*)

MAUDE: (*Throws her dustcloth under the sofa, and says low to Minnie:* You stay here and help me get over the first shock. (*Opens the door.*))

MRS. JONES: Are you Mrs. Jack Jones? I am Mrs. Jones, too.

MAUDE (*inviting her in*): Oh, how do you do, Mother Jones. (*Kisses her and takes her small suit case.*) Just come in and have a chair. (*Mrs. Jones crosses to the sofa and Maude sets the suitcase beside the telephone table.*) This is Mrs. Richard Drew, Mother Jones. Mrs. Drew is such a good friend of mine, that I wanted her to meet Jack's mother.

MINNIE (*shakes hands, cordially*): How DO you do, Mrs. Jones! We were just hoping you would come soon.

MRS. JONES: (*Looking from one to the other.*) I beg your pardon for interrupting your visit, I—

MAUDE: Now, Mother, that is perfectly all right. Here, let me take your hat and purse. (*Takes them, hangs the hat on the hall tree and places the purse on the table. Mrs. Jones sits, evidently confused and bewildered.*) You see we were expecting you tomorrow, and weren't looking for you today—that is, I mean—we are SO glad you could come a day earlier than we had expected—

MRS. JONES: Really—(*starts to rise*)

MINNIE (*coming to Maude's rescue*): Yes, indeed, Mrs. Jones, Maude was just telling me that she had never seen you before and was so anxious to meet you!

MRS. JONES: But I—you—(*starts to rise, again, but Maude sits beside her on the sofa and urges her to remain seated.*)

MAUDE: Jack has told me such wonderful things about his mother, and now that I can see for myself, I'm sure he didn't over estimate a thing! We really should have gone to see you when we took our honeymoon, but we had such a short time, and anyway, it is so much nicer to have you here, instead of our going there—I mean—

(*Maude looks at Minnie in a helpless gesture imploring her aid.*)

MINNIE: Really, I'm SO glad to have met you, Mrs. Jones. I am wondering if you folks couldn't come over to our house to dinner today. You see I have a lovely dinner already in the oven, and since Maude is—er—was—taken just a little unexpectedly, you know—

MAUDE: Oh, Minnie, that is perfectly lovely of you to ask us all over to dinner! I'm afraid it is getting late. Mother Jones will want to freshen up a bit and perhaps lie down— (*Rises*) If you'll excuse me for a few moments, Mother Jones, I'll go see if the guest room is in readiness. (*Voices and footsteps are heard outside the door at left.*) (*The door opens and Jack enters, striding angrily, followed by Mrs. Batesville, who hesitates just inside the door.*)

JACK: (*Loud*) Maude, what is the meaning of all this!

MAUDE: (*Gasping, turns and looks imploringly at Jack. Does not see Mrs. Batesville, at first.*) Jack, dear, your Mother! She just now arrived and we were having such a nice visit—

JACK: (*Stops aghast*) My Mother! (*Looks at Mrs. Jones.*) What are you talking about?

MINNIE: (*rising*) She just now came, Mr. Jones. I had just invited all of you over to dinner.—(*Stops, with eyes and mouth wide at the sight of Mrs. Batesville.*)

MRS. JONES (*rising*): I think I had better explain. I'm afraid I'm the intruder. (*Turning to Maude*) You see, you took me so by surprise, I didn't have a chance to tell you that I am not your husband's mother at all.

MRS. BATESVILLE (*coming forward*): I should say you're not! And (*turning to*

Maude) when I came here a while ago, you took me so by surprise that I couldn't say a word! What is this place, anyway, a lunatic asylum? Here I come to visit my new daughter-in-law, and she meets me at the door with a line of salesman talk that backs me right out, but not before I have signed up to pay an atrocious price for a couple of fool magazines which I did not want, and which I certainly will not pay for even if I was fool enough to sign up for them. I—

MAUDE: (*holding her head*) Oh, just a minute, everybody! I'm dreadfully mixed up! (*To Mrs. Batesville*) Aren't you a saleswoman for some kind of freckle cream?

MRS. BATESVILLE (*haughtily*): I should say not! I'm Jack Jones' mother!

MAUDE: (*Turning, bewildered to Mrs. Jones*) But aren't you Jack's mother? I thought you said—

MRS. JONES: (*smiling*) No, dear, I am Mrs. Jones, all right, but I am not your mother-in-law. You see I am the lady who is taking orders for the freckle cream.

MAUDE: You are! Is she the one, Minnie?

MINNIE: Not the one that sold me this morning!

MRS. JONES: Yes, I'm demonstrating Dr. DoSum's Freckle Cream. My friend is out in the car. I thought I had got into a mad house, when you began to call me Mother, and then when you and your friend here began to talk so wild— (*gives a gesture of despair*) But please excuse me. If I may have my purse and hat and sample case, I will be only to glad to get away. (*Maude gives her the things in a daze and Mrs. Jones goes to the door.*)

MRS. JONES (*turning at door*): Well I've had many experiences in my career as a saleswoman, but this has them all beat! (*Exits*)

MINNIE: (*Sinking into the chair, down right*) Well, of all things!

JACK: (*Beginning to smile in spite of himself*) So that is the reason! Mother, (*turning to Mrs. Batesville*) won't you allow me to present my wife and your daughter-in-law, who, I guarantee, is not crazy, after all, nor perhaps quite so rude as you may think.

(*They shake hands, Maude very embarrassed.*)

MAUDE: But I don't understand. Why are you Mrs. Batesville? I just supposed

Jack's mother would naturally be Mrs. Jones.

MRS. BATESVILLE: (*Laughing, a little embarrassed in her turn*) That is where the joke is on me, I guess. You see, having been a widow for twenty years, I was so lonesome after Jack married you, that last week I married Mr. Batesville, an old childhood friend, and we were driving through to surprise you.

MAUDE: Oh, to think of the mess I have made of things. How can you ever forgive me, Mother Batesville, for treating you the way I did. Minnie and I thought we were getting even with a saleswoman—

JACK: (*Looks at his watch and interrupts*) By the way, do you know it is time for lunch? What do you say that we all go down to the town's best tea room and celebrate? (*Turning to Minnie*) Won't you come with us, Mrs. Drew?

MINNIE: No, I'm afraid not, Mr. Jones. Not this time, thank you. If you'll excuse me, I think I'll go home and begin using my Freckle Cream!

(*Curtain*)

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

of School Activities Magazine, published monthly except June, July and August, at Topeka, Kansas, for April 1st, 1931.
County of Shawnee)

State of Kansas) ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared R. G. Gross, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: School Activities Pub. Co., Topeka, Kansas.

Editor: C. R. Van Nice, Morrill, Kansas.

Managing Editor: C. R. Van Nice, Morrill, Kansas.

Business Manager: R. G. Gross, Topeka, Kansas.

2. That the owner is: School Service Co., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: C. R. Van Nice, Morrill, Kans.; R. G. Gross, Topeka, Kans.; T. H. Reed, Topeka, Kans.; Olin D. Buck, Topeka, Kans.; Nelson Ives, Topeka, Kans.; Earl Ives, Topeka, Kans.; L. Odessa Davidson, Salina, Kans.; G. W. Akin, Morrill, Kans.; Elizabeth M. Gross, Topeka, Kans.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stock, bonds, or other securities than as so stated by him.

R. G. GROSS,

(Signature of Business Manager)

Sworn to and subscribed before me this 19th day of March, 1931.

(Seal.)

MARTIN G. MILLER,

(My commission expires November 15, 1934.)

THE EDUCATIONAL VS. THE SPECTACULAR VALUES OF INTER-SCHOLASTIC ATHLETICS.

W. E. SHEFFER.

Before proceeding further I may say, I am cognizant of the risk a person assumes in discussing this subject unless he is prepared to speak in the most complimentary terms of the institution of interscholastic athletics. And this I am not prepared to do. It is a dangerous procedure to question the validity of the most popular of all high school activities. Moreover, honesty demands that one admit that there must be much of defensible value in an institution which has continued so long and which receives such almost universal approval and support.

Yet the ABC method of teaching reading was just as generally accepted at one time. The teaching of boys and girls to spell 12,000 words was thought proper and wise by an earlier generation. Proper training for the use of the English language was thought to be a thorough and meticulous knowledge of abstract grammar. All these, however, have passed into the limbo of forgotten and discredited educational ideas. Hence, one may be pardoned for thinking that something better than interscholastic athletics may be found for achieving the values supposed to be inherent therein.

What are these supposed values? Are we achieving them in practice? How do we know whether we are achieving them or not? What measuring instrument do we have for the purpose?

In an effort to find some acceptable basis for evaluating interscholastic athletics I propose to administer a test to my audience. You are requested to take your figurative pencil from your figurative pocket and answer these questions:

I. As relates to spectacular values—

1. What desirable educational ends can be achieved by use of spectacular procedures?
2. Is use of the spectacular educationally valid and justifiable?
3. List in order of their spectacular values all activities of the school. Class room procedures—group life—student participation in government—dramatics—forensics—intramural athletics—interscholastic athletics, etc. Which ranks highest?
4. What activity draws the largest crowds?
5. What activity yields the largest receipts?
6. What activity receives most newspaper space?
7. In brief, what is your biggest show?
8. Does the coach sometimes secure a better position because of the spectacular values?
9. If the spectacular features were removed, would we have interscholastic athletics?
10. Are the spectacular features of interscholastic athletics more in keeping with the characteristics of a showman or a schoolman?
11. Does the spectacular tend to set up false values of success for the participants? For the spectators?
12. May the spectacular values produce a publicity seeking pupil who will later become a publicity seeking man?
13. If you eliminated the spectacular, what phase of your educational program would suffer?
14. Does the spectacular feature have value in winning the best support of the best people?
15. Is the spectacular valued for its potency in boosting the home town?
16. Is night football a response to educational or spectacular desires?
17. Does it have value to get boys better athletic positions in colleges?
18. Can your school be so spectacular without interscholastic athletics?
19. How strongly does the desire to win impel the use of the spectacular in interscholastic athletics?
20. How permanently valuable is the spectacular in life? In school life?
21. Do you give other activities the advantage of the spectacular in your school? Debate—Drama—History—Physiology—Pep meetings—ostracism if you do not support—speeches at Rotary and Chamber of Commerce—banquets—space in annual, etc.
22. What would the spectacular do for these other activities?
23. Are spectacular values always truly desirable values?
24. What is meant by spectacular: "of, or pertaining to the nature of a spectacle or show," Webster says. In this sense interscholastic athletics is incomparably valuable, without a peer in the school world

as we conduct the school life now, but what of its educational values?

EDUCATIONAL VALUES.

I. Health Values:

1. What do you mean by health?
2. Do you give due consideration to health needs by carefully examining all pupils and then assigning them to athletic teams according to their respective needs?
3. Does the coach keep health demands in mind or the needs of the team to win?
4. Do you check with the coach about the health development of your boys?
5. Are the interests of health forwarded by the usual athletic practices? On what basis does the coach place his requirements; health as an end or a means? "You cannot be healthy and do thus"; "or we cannot win if you do thus or so"?
6. Are the teams maintained primarily to serve health needs?
7. What objective tests have you to show that health has been improved through interscholastic athletics?
8. Do the desire to win and a false idea of loyalty lead to detrimental health results?
9. Are the health habits followed during an athletic season continued after the season?
10. What per cent of boys suffer ill health effects from participation in interscholastic athletics?
11. When do you call the doctor to check on the health of an athlete, periodically or only when trouble comes? If interscholastic athletics is so conducive to the development and preservation of health, why is it the only activity for which you have a physician present?
12. Is health promoted by uneven competition so frequently found; big boys against little ones—old ones against young ones?
13. What is the effect of over-exertion and fatigue from a health standpoint?
14. Are your athletes healthier than other boys?
15. If so, is this due to interscholastic athletics?
16. If you knew that interscholastic athletics has neither plus nor minus

values for health, would you continue with it?

17. If interscholastic athletics has powerful health values, why do we not extend these values by spending more money and time for all boys and girls?
18. If in bygone days you were an athlete as a student, are you healthier today as a result? What health habits acquired as an athlete do you still follow?
19. Is interscholastic athletics an inherent part of your health program?
20. What relation does your school nurse have to your interscholastic athletic program?

From your answers do you list interscholastic athletics high or low in value for developing and maintaining health?

II. Wise use of leisure:

1. Is the time devoted to training for interscholastic athletic competition all leisure time? Or should part of it be spent on work?
2. Does the over-exertion weary the boy so that he does not perform his school work satisfactorily?
3. Does interscholastic athletics make provision for the wise use of leisure of the non-member of the interscholastic teams? In answering this remember that in many schools only one man can be employed to work with the boys and if he specializes on those between sixteen and twenty years of age, there is no one else available for working with the other boys. Remember that there is usually a playing field for the use of only one group, the interscholastic group, and that there is only one gymnasium. Also hold in mind that the girls could profit from the use of these facilities.
4. Is leisure time most wisely used when the driving purpose of its use is to beat someone else?
5. Is leisure time most wisely used when the users surrender their power of independent thought and action to someone else? A coach?
6. Is leisure time most wisely used when in its use an adolescent participates in activities which demand such artificial conditions that they cannot be continued in out-of-school life?

7. If you subscribe to the belief that the school should help the pupil to do better what he will do anyway, how do you defend interscholastic athletics to the practical exclusion of other types of games?
8. Is training for the wise use of leisure a real active, fundamental objective of interscholastic athletics or is it an afterthought to justify an activity which we desire for no very justifiable reason?

What is the nature of your answers? Mine show that for the wise use of leisure during school days, interscholastic athletics ranks rather high; but for developing an active interest in athletics of value beyond school days, its value is very low.

III. Ethical character:

1. Does interscholastic athletics develop a desirable quality of loyalty? To what or to whom? Is this loyalty wide or narrow?
2. Is there any better practical way for developing loyalty than by beginning to develop it for a small compact group such as an athletic team?
3. Does interscholastic athletics develop disloyalty—to what and to whom?
4. Is interscholastic athletics conducive to developing the spirit of "just getting by" in the main work of the school?
5. Does interscholastic athletics develop willingness to sacrifice?
6. Do boys learn to be more honest through such membership on interscholastic teams?
7. Do boys become more dependable through such membership?
8. Are boys made more self-reliant by playing on interscholastic athletic teams?
9. How successful are we in developing ethical character when it is necessary to have several well-trained expert officials, in charge of a game, when we find it necessary to confine the coaches to one spot during a game, when we must scrutinize our eligibility lists so carefully, when we must maintain a court of last resort on questions of athletic honor?

My answers show rather a high value for the development of ethical character. What is the nature of your replies?

IV. Citizenship:

1. Does participation in interscholastic athletics develop willingness to follow the leader; to accept expert authority?
2. Does it strengthen the ability to co-operate with others for the attainment of worthy ends?
3. Does it develop clear thinking ability?
4. Does it develop moral and physical courage?
5. Does it develop initiative? Remember that the present day coach works out in advance every act that can possibly be anticipated.

I find about an equal number of affirmative and negative answers to the questions under this head.

V. General:

1. Are the educational values of interscholastic athletics so great that we are justified in paying the highest salary to the coach, in making it necessary for him to work with only a very small percentage of our boys and in making athletic prowess the most outstanding honor to be coveted in our schools?
2. Are interscholastic athletic teams means for serving the participants or means for serving some ulterior purposes?
3. Does the total educational development of members of interscholastic athletic teams suffer?
4. If the educational values are so great, why not make it a required subject?
5. If educational values are so great for all spectators as well as participants, why not make admission free and pay for costs from public funds?
6. If educational values are so great, why do athletes not become the most successful graduates? The American Telegraph & Telephone Company study shows that in the development of successful men, the value of participation in inter-collegiate athletic competition is surpassed by the value of participation in all other college activities, save one.
7. Are the so-called values, inherent in interscholastic athletics or can they be obtained in equal or greater degree with greater economy, for greater numbers in other ways?

8. Do you give credit for interscholastic competition?
9. If interscholastic athletics has such fundamental educational values, why do we exclude the girls from the benefits? Why do we confine the benefits to boys of grades 10-11-12? Why do we confine it to the older, stronger boys of grades 10-11-12 who have already received more benefit than any other boys in the school?
10. Does interscholastic athletics render it impossible for the work of the school to be performed in the best manner? Before answering this question, answer this one. Do you believe that one of the chief duties of the principal is the improvement of instruction? What per cent of his time is devoted to this activity? What per cent is devoted to interscholastic athletics? Would the time devoted to interscholastic athletics not yield superior results educationally if devoted to the improvement of instruction? In case you do not know how much time principals devote to interscholastic athletics, let me tell you that it ranges from one-third of an hour a day to one-third of their entire time.

VI. Are these principles valid for determining the acceptability of a school activity?

1. It must perform a service needed by the pupils.
2. It must not produce a detrimental effect on the pupils.
3. It leads to higher types ~~data~~ at times.
4. It does not exploit pupils.
5. It does not deprive other pupils of their rights.
6. It does not duplicate services already being rendered.
7. It is democratic.

Does interscholastic athletics as conducted square with each of the above principles?

VII. Finally:

1. Do we know what desirable values we should expect?
2. Do we know whether we are getting them?
3. Do we know what the cost is?
4. Is it not about time that we learn the answers to these questions?

The decision in this debate as determined by my answer to these questions is that interscholastic athletics is without a peer among school activities for spectacular values, but that spectacular values are not always desirable values and that the case for educational values has not been sustained especially in view of the fact that almost all so-called educational values can be attained through intramural athletics for practically all pupils and with much greater economy of time, energy, and money.—*The Kansas Teacher*.

THE SPIRIT OF '76—AND NOW!

OLIVER ARATA.

All athletics have progressed notably since the 70s, but no form more than track. Digging into the official records, one finds interesting data.

Take the 100 yard dash, for instance, with the standing kangaroo start. In 1876, F. C. Saportas, running for the New York A. C., made it in 10½ seconds; in 1878, W. C. Wilmer made it in 10 seconds flat. This was not equalled until 1888, when F. Westing, of Manhattan A. C. of New York, matched the 10 seconds.

Bernie Wefers in 1897 ran 100 yards in 9 4/5 seconds, and again in 1905, Charles L. Parson, of San Francisco Olympian Club, met that speed. Since then it has taken 10 1/5 seconds and better to win the event in the National Amateur Association.

Ollie Reller, Howard P. Drew, the negro sprinter, Loren Murchison, Ralph Craig, have run it in 9 4/5 seconds. Charles Paddock, of California tied the world's record of 9 3/5 seconds, and this year that record was broken by several doing it in 9 2/5 seconds.

In the furlong, or 220 dash, the 1877 record of 24 seconds flat seems mild to high school students, who can do it in 25 seconds or better. In 1878, W. C. Wilmer ran it in 22 7/8 seconds; in 1895, B. J. Wefers did it in 21 1/5, and this stood until 1915, when R. F. Morse, under Salem A. C. colors, ran the furlong in 21 2/5 seconds. Charles W. Paddock broke four world's records in one day, finishing the 220 in 20 4/5 seconds. The crouching start, in the 220, is no great advantage over the old standing start. High school students today call 54½ seconds slow for the quarter mile, which was E. Merritt's record in 1876. Five years later, L. F.

Meyers, of New York, did it in 49 2/5 seconds.

The quarter was run by Burke, 1896, in 48 4/5 seconds, and never was this record beaten in the N. A. A. U. until 1915, when Ted Meridith made it in 47 seconds flat with the wind.

Not so much progress has been made with the five-mile run, for in 1907 the record was 26 minutes and 4 seconds, and in 1919 the sprinters had gained but two seconds.

Steady improvement has been made in the 120 high hurdles—a difficult event, requiring speed, strength and nerve. In 1876 the time was 19 seconds; in 1898, Chase made it in 15 3/5 seconds, and Kraenzlin's time was 15 1/5 seconds. Much later, Cy Nickolson made it in 15 flat.

From 27 seconds flat for the 220 yards low hurdles of '87 to 24 2/5 seconds for the same event, is a jump in figures. F. Murray of California even eclipsed this record, for he did it, with the wind, in 23 3/5 seconds.

High jump in '76 was 65 inches; this gradually improved until 1920, when the height was 76 1/4 inches.

I. Frazier jumped the magnificent distance of 17 feet and 4 inches in the seventies, while today the record is but 25 feet, in the running broad jump. Sol Butler in the N. A. A. N. broad-jumped the fine leap of 24 feet and 8 inches.

Pole vaulting records in 1877 were 9 feet, 7 inches. In 1920 F. K. Foss and E. E. Meyers leaped 13 feet and 1 inch. Recently Carr vaulted over 14 feet.

If the men of 1876 were as big and powerful as the men of today, records in shot putting and throwing the hammer do not show it.

THE MOTHER OF TWO ENTERTAINS A FRIEND.

A Monologue.
EMMA FLORENCE BUSH.

Oh, how do you do, Edith. Come right in. I have been wanting to see you for days. I am crazy to hear about Bessie's wedding. You know I couldn't go because Eleanor chose that time to come down with the measles. She always does manage to take something when I want to go somewhere. She is such an unfortunate child. Do you mind if we sit here, then I can keep an eye on the children. You

see, it isn't my children, it's the neighborhood. Nineteen children, and fifteen of them boys. Oh, yes; I want my children to play with them, of course!

What did Bessie wear for a wedding dress? Oh, how lovely! Excuse me a minute; I see Eleanor looking for something. I'll be back in just a minute.

One of the boys hid her doll. Said he was kidnapping it to hold for ransom. I got there just in time. She was going to cry, and when she cries she just howls!

What did Bessie carry for a bouquet? Orchids? Oh, I am so glad! She always said she would have orchids. I am glad everything went off well.

Excuse me a minute. I see Don White wrestling with Richard. Richard *would* wear his school suit out to play.

Richard! Richard! Stop, do you hear me! Richard, I shall tell your father! You mustn't wrestle with Don with your school suit on. If you are going to be rough you must put on your old clothes. Well, put on your Boy Scout suit then.

And the bridesmaids? Pink! I always—What is it *now*, Richard? No, you can't be hungry. It's half past four? Why, I had no idea it was so late. Yes, of course it is, because you are home from school. Well, go to the pantry and get some crackers. The ones on the first shelf, Richard, don't touch the fancy ones. I want them for something else.

As I started to say, I always did like to see a bride in white and bridesmaids in—Oh, Oh, Oh! Eleanor! Eleanor! That horrid little Herman Chandler knocked her down. Did he hurt you, dear? Your ~~elbow~~? Yes, that is bad. Mother will ~~put some~~ witch hazel on it. Your dolly? Why, so he did. Both arms are broken off, and your favorite doll, too. There, there, don't cry so, dear. Mother will fix your arm and we will buy the dolly some new ones. There, you had better sit here and play with your dolly. You want to go out? Well, don't go near that horrid boy. I'll just telephone his mother.

Upton 1987-J. Mrs. Chandler? This is Mr. Brainerd. I thought you want to know—I mean your horrid little boy has knocked Eleanor down. What is that, Mrs. Chandler? No, I never could have said that. I meant to say, Isn't it horrid your little boy knocked Eleanor down? Yes, hurt her elbow and broke her doll. Yes, both arms right off. I knew you wouldn't approve. I wonder if you can

ask him not to touch Eleanor. Oh, thank you so much. Good-bye.

She never even offered to pay for the doll. That is the third within a month that he has broken. I feel like looking for a house in a neighborhood where there are no children.

Did Bessie have many presents? Yes, I notice they are giving more etched glass nowadays. Why, Richard, what have you there? A kitten. Mrs. McIntyre gave you for Eleanor? But it's too small to leave its mother. Well, it seems too small. Yes, yes, I suppose we will have to keep it. Thank heaven, it isn't a puppy. Mr. McIntyre is going to give you a puppy! Oh no, he isn't. Now, Richard, you know I never allow you to show such temper. We will ask your father about the puppy. No, I can't attend to the kitten now, I have a caller. Put it on the couch and perhaps it will go to sleep.

What did Bessie wear to go away in? What is it, Eleanor? A peanut butter sandwich? Why, you won't have any appetite for your dinner. Well, ask Mary to give you one. I don't believe in starving children, Edith, if they do eat between meals. Everyone says my children look so healthy. What is it, Eleanor? Mary isn't there? Well, I suppose she hasn't come down stairs yet. Excuse me, Edith, while I just go out and make her a sandwich. Then, Eleanor, I wish you would stay in the house and play with the kitten Richard brought you.

You don't want the sandwich now you have a kitten? Very well, then, play with it nicely.

Oh, Edith, was Alice Newhall at the wedding. I wondered if she would come. You know she is very sensitive about weddings. Makes her think of her own sad experience. Only married six weeks when he was killed in that motor cycle accident. She was—

Eleanor, dear, don't let the kitten climb up the couch like that! She will ruin it! That kitten is too small to leave its mother, anyway. Back it goes tonight. Now, stop crying, Eleanor. I did not mean for good, only until it is bigger. I believe in letting the children have pets, Edith, only it is hard sometimes, they do get under foot so.

Yes, poor Alice, it all seems so sad—

Eleanor, that kitten will have that vase over! Catch her! I cannot leave her in here! Take her out into the dining-room. No, she does not want anything to eat.

Take her out there and play with her. She can't hurt the furniture there, it's mission.

Where did Bessie go? To Washington? That is nice. I remember—

What is it, Richard? Go with George down town? It's too far for you and you are too small a boy yet. You want to buy a bugle! You can't buy a bugle, child! Bugles cost money. Well, ask your father tonight, but you are *not* going down town. Richard! I simply will not have you show so much temper. Go right out into the dining-room and stay. Take a book and read—or anything.

Yes, we went to Washington on our wedding trip—

Richard, stop teasing Eleanor! He used to be so nice to his sister, but lately he has been so much with that George Wilbur that he is a mess! We went to Washington and I always—Richard! I shall not speak to you again. Yes, go, yes indeed, anything to be quiet. No, you cannot have five cents for candy, but you can go and meet your father, and I am sure I don't care what he does.

Eleanor, if you are going too, you cannot take that kitten! It's too small; you would lose it. Yes, you would. Leave it on the couch and it will go to sleep.

As I started to say—oh, Edith, must you go! I am sorry. I've enjoyed every minute and hearing all about Bessie's wedding. I was so sorry to miss it, but when one has children you know it is not always easy to go.

I am glad she had such a nice one. Come again, Edith, do. I want to hear about so many things that you can tell me, and all about yourself and how you and Jim are making out.

Oh, dear! There is Eleanor crying again! Something has happened. You will excuse me, won't you, Edith, and do come again soon. Yes, a lovely time—Goodbye—I must go—Yes, Goodbye.

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Games for the Group

Throwing the Hat.

CEORA B. LANHAM.

The players stand in two lines. The first players in each line stand between the two lines which are known as the right line and the left line. If the hat comes down right side up, the right side laughs. If it comes down bottom side down, the left side laughs.

The hat is thrown first by one player and then by the other.

Players failing to laugh must go to the opposite line and those laughing at the wrong time lose to the opposite side. At the tenth throw the game is called and the side with the most players is winner, and should be entertained by the losers.

Geography Game.

From a good medium sized atlas of the United States, trace in outline, only, the boundary lines of each state, one state on a sheet of paper. Number the sheets in any order you wish, but do not name them. These outline maps should be pinned around on the walls at a party. The guests number blank sheets of paper from one to forty-eight, and write the correct name of each state according to number.

This is usually harder to do than it sounds, but it makes an interesting game at a class or small school party. It is a good geography review for students. They may also fill in the name of capitol.

The one guessing the most states correctly may win a prize.

Hit or Miss.

If the playing is to be done outdoors, select a tree for a target. If indoors, use a box or something else suitable. For throwing at the target you may use a rubber ball, baseball, bean bags, darts or pebbles, if outdoors. Beginning at a distance not too difficult, mark off six distances three feet apart. Line the players up opposite the first mark. Let the one at the end of the line take his place in front of the target and throw at it. If

he misses, he takes a place at the other end of the line and again awaits his turn. If he hits the target, he steps back to the next mark and tries to hit the target again when his turn comes. The person who first hits the target from the farthest line is winner. Be sure that there are enough helpers to keep the game going.

A Laugh in Language.

EFFIE CRAWFORD.

A leader must be chosen who asks each one to give him an adjective, proper noun, prepositional phrase, verb or some form of verb, and adverb. Write each in a column by itself just as given, then read just as it was written. This causes much laughter. The following is an example.

Adjective	Pr. Noun	P. Phrase	Verb	Adverb
big	John	on the	singing	loudly
lazy		house		
pretty				
cute				

The Wind and the Leaves.

LOIE E. BRANDOM.

Each player is given a leaf and all are seated in a large circle, excepting the "wind", who stands in the center of the circle. Leaves from any tree or bush will do but the larger the leaves the better. The players are numbered from one up, as high as there are players. The "wind" is then blindfolded and calls any two numbers. The players who have these numbers must both leave their chairs, exchange leaves with each other and return to their own chairs without being caught by the wind. Whenever the wind catches a leaf then that person becomes wind, and the first one takes her place in the circle.

Your Lucky Month.

Set a lighted candle in some conspicuous place. Blindfold the players, one at a time, spin them around to make them lose their sense of direction and then in-

struct them to blow out the candle. If they succeed in putting it out with one puff, their lucky month will be the first month of the year, if in five blows, it will be the fifth month, and so on.

The Spanish Merchant.

One of the players must go out of the room, and the others think of a play or book that is very well known to all. The one outside is called in. He says to each, in turn, "What have you to sell?" They must say something that is in the book, such as "a fire," "a child," "a horse," etc. Then the one coming in must guess what play or book it is; if he cannot, he must go out again; if he does guess, someone else must go out.

The Man of Mystery.

The hostess chooses some "man of mystery," so called, and gives him thirteen new pennies. He will give a new penny to each thirteenth person with whom he shakes hands. As soon as the game is announced, a general handshaking takes place, and lasts until the thirteen new pennies are handed out. Then the prize winners are brought to the platform or up in front, and are supposed to show their prowess by singing for the crowd "Yankee Doodle Backward." The way they do this is to stand in a row, facing the others, then wheel around with their backs to the audience, and sing "Yankee Doodle, keep it up, Yankee Doodle dandy," etc.

Playing Dandelion.

JULIA W. WOLFE.

Two pursuers, with one player for quarry, make fun in the game of Dandelion. The victim is the Dandelion himself, and the chasers are the two who have elected him. They do this by standing facing one another, hands raised, while the other players pass under the arch made as in "London Bridge."

"Oh, who has seen a dandelion this fine May morning?" the two that are making the arch inquire of those passing under it, and at once they themselves make answer, "Oh, we have found a dandelion this fine morning in May." As they repeat the last "May" their arms are dropped over the one that happens to be directly beneath them.

This is the Dandelion, and he at once takes his stand on the open lawn, while the others crowd close around him, all but the chasers. When all are grouped the Dandelion suddenly exclaims:

I must away;
I cannot stay;
To seed I go.

and with that he reaches out his hands and pushes the crowd away from him. Each child in it does likewise, so that in a moment the Dandelion stands free, yet surrounded on all sides by players, much as the real blossom is surrounded by its winged seeds.

This happens in far less time than it has taken to describe it, so that hardly has the Dandelion uttered his threat and shot out his seeds than the catchers cry:

"Do it,
But you'll rue it,
For we'll blow, blow, blow."

And they do this three times, just as if they were making dandelion clocks. When the third puff of breath has been blown at the seeds, Dandelion darts away and the chasers follow. Their chances of success would be great were it not for the runner's privilege of being considered "home" or "safe" every time he chooses to take a position behind one of the seeds. Whenever he does this he calls, "Home!" and the chasers are obliged to stop just where they happen to be, so that when the Dandelion starts out again the chase can be continued fairly. The Dandelion must not be caught by cornering but by fleetness. If he is captured, new chasers volunteer their services and another game is begun.

THE FOURTH "R".

"Education by radio planned!"
Well, it's O. K. to give it a trial,
But we'll bet a sweet cooky
The kids will play hooky
By giving a turn to the dial!

—The Pathfinder.

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Marvello, the Mind Reader.

Either as a vaudeville act for a mixed program, or as a stunt at a party, this mind reading act is easily handled.

Take an aggressive boy or man, and bring him into the room, or on the stage, blindfolded. Run a rapid-fire line of talk, such as:

"Now, Marvello, I know you are a very bright boy. What am I touching? Tell these people."

"You are touching a light, Master", says Marvello.

"Correct, my lad. Now, Marvello, study hard on this one. What am I touching?"

"A book, Master."

"Right again. Now here is a difficult one for you. But you are an intelligent boy, always thirsting for knowledge. What have I in my hand?"

"A glass of water."

"Absolutely right. Just one more. This will be a sticker! What am I touching?"

"A pin, Master."

This can be carried on indefinitely. The plan is related words: *bright boy—light; study—book; thirsty—glass of water; sticker—pin.* These are prearranged, but if someone in the audience wants to put his hand on something, the Master can talk a little to Marvello, thus giving him a possible clue to the object.

Junior-Senior Banquet Ideas.

EDNA PYLE.

The time of the year is here when plans must be made for the all-important junior-senior banquet. Therefore, it is well for the class sponsor to have ready a number of suggestions to give to the students who come to her for help.

The easiest banquet to carry out is one which follows a definite plan. A sketch of a May day will show just a few of the possible developments of a chosen design. May day suggests spring—flowers—delicate colors — May poles — joyful music—gay poetry. Immediately one pictures a table decorated with miniature May poles, with their pastel colored

streamers ready to be wound by tiny Kewpie dolls, dressed in pastel colored crepe papers; vases of sweet peas, jonquils, lilies-of-the-valley or other seasonable spring blossoms; and nut cups, menu and place cards ornamented with the chosen flower. One can fancy how music such as Mendelssohn's "Spring Song", Schubert's "Hark, Hark the Lark", Grainger's "Country Gardens" or Woodman's "An Open Secret"; poems such as Robert Herrick's "Corinna's Going a Maying", Riley's "The First Blue Bird" or "When the Green Gits in the Trees" and toasts on Pan, Aurora, Flora and Fairies would add to a May day atmosphere.

Maeterlinck's "Blue Bird" also gives ample opportunity for pleasing development. Blue and white streamers, blue birds cut from blue construction paper and hung by concealed threads, blue and white menu cards with flights of blue birds on the cover, blue and white place cards, vases of white roses and lilacs; toasts on the various places where the children searched for the Blue Bird of Happiness, such as the Land of Memory or the Palace of Happiness, will carry out the idea.

Banquets based on the customs and mode of living in foreign countries are very successful, too. A Japanese banquet suggests lanterns, little Jap figures on nut cups, place cards and centerpieces, fans, parasols, wisteria, butterflies and cherry blossoms. Dutch windmills and wooden shoes, made from brown construction paper, tulips; toasts on Ze Windmills, Ze Zuider Zee, Ze Dikes will cause the guests to feel that they are indeed in Holland, Hawaiian and Scotch banquets are possible, also. The Scotch poetry of Burns and the delightful Scotch songs are especially adaptable for entertainment.

The most picturesque parts of our early American Indian life are suitable for banquets. Birch canoes and tepees are appealing. Thurlow Lieurance's and Cadman's Indian music is beautiful and can be had in almost any arrangement for voice, piano or instrument. Parts of Longfellow's "Hiawatha" would make en-

tertaining reading material. Toast material would be abundant. The topics—War Dances, Peace Pipes, Happy Hunting Grounds, would give occasion for toasts to basket ball heroes, to cooperation between classes, to the school spirit in general.

These are only a few ideas that are possible. Any clever sponsor will be able to elaborate on the ones given and adjust them to her particular problems.

Maud Muller.

(In Pantomime)

Characters:

1. Maud Muller, scene I, simple house dress, torn straw hat and flesh colored stocking feet to represent bare feet. A pretty girl, and well made up.
2. The Judge: Dark suit, black top hat.
3. The Judge's Wife: Stylish costume, hat, gloves and purse. Has lofty, arrogant expression.
4. Maud Muller's Husband: "Unlearned and Poor" describes him.
5. Three, or more, children: Stair-step ages. They should wear worn, faded clothing, with uncombed hair, slightly dirty faces and bare feet.

The Reader: Stands down left of stage and must read slowly, distinctly and with expression.

Scene I—Comprises lines 1-64, inclusive.

The curtain rises, revealing Maud raking imitation grass with a garden rake. Center back is a pail of water, set in grass and evergreen sprigs to represent a spring. A tin cup hangs above the pail.

The reader commences the poem, and Maud continues raking, humming a tune at lines 5, 6. Lines 7, 8 she leans on her rake and looks off stage, wistfully sighing at lines 10-12.

(Line 13) The Judge rides a stick horse and enters the stage up right. He draws rein, lifts his hat, bows, and motions towards the spring (lines 15-18).

(Lines 19-24) Maud dips the cup into the spring and gives it to the Judge. She looks confused and tries to rake grass over her bare feet to cover them. The Judge takes the drink, makes a gesture of thanks, and returns the cup.

(Lines 25-32) The Judge gestures towards the grass, flowers, trees, etc., and Maud watches him with rapt attention.

(Lines 33-34) The Judge smiles, lingers, lifts his hat again with a bow and

turns, riding slowly to the wings, up-right, where he pauses.

(Lines 35-44) Maud looks after him and sighs.

(Lines 45-56) The Judge turns and gazes once more at Maud, with an expression of longing but (at lines 57-62) he rides on off stage.

(Lines 63-64) Maud sits on a stump or log by the spring, her chin in her hands, musing, and the curtain descends on Scene I.

Scene II.

The stage is dressed as a room in a fine house, with the Judge sitting before a fireplace (in the back wall to the right). His wife is dressed for the street and as the curtain rises, she powders her nose before the mirror (up left) and at the close of (lines 65-66), she looks back at her husband with tilted head and haughtily leaves the room.

(Lines 67-70) Maud opens the back of the fireplace and looks in at the Judge. The mantle and hearth make a frame for her face. She smiles at the Judge then disappears.

(Care should be taken to have the hearth high enough that Maud's face may easily be seen from the audience.)

A small glass of grape or cherry juice to represent wine, may be standing on a small table to the Judge's right. (Lines 71-78) He takes up the glass, looks at it, sets it down again, untasted and closes his eyes to dream. He sighs.

Curtain.

Scene III.

Barren kitchen of Maud's home. Maud washing dishes, the children playing on the floor, husband sitting, a cob pipe in his mouth, feet on table. His hair is tousled, his overalls worn, faded and dirty and his whole appearance is unkept and sloven.

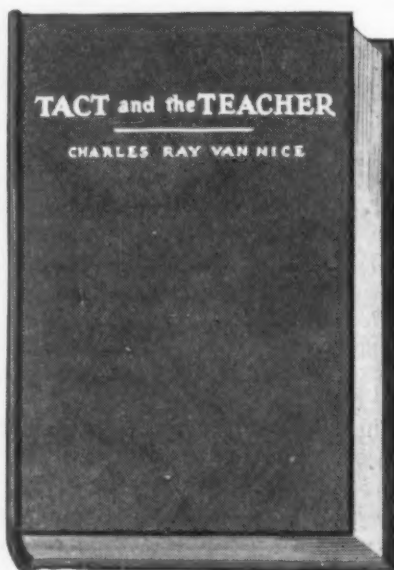
The curtain rises and the reader continues with (lines 79-82).

(Lines 83-98) Maud pauses in her work, looks dreamily off into space and smiles in reminiscence.

(Lines 99-100) Maud comes back to realities, sighs and resumes her dish-washing.

(Let the Reader pause here, and remain in front of the curtain while it is lowered; then continue reading lines 101-110.)

This pantomime should be carefully rehearsed, but does not require the time spent on a playlet of the same length.



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Just Like Professionals.

"Well, Sambo," said an American judge, "so you and your wife have been fighting again. Liquor, I suppose?"

"No, sah," said Sambo, "she licked me this time."—*Montreal Star*.

A steward on the Leviathan was asked how he liked his work and replied, fine; that the tips were very generous, but that he nearly lost his job on the last trip.

It seems that there were several days of rough weather and in taking a bowl of hot soup to a stateroom he unfortunately lost his balance, tripped, poured the contents of the bowl into the lap of an old gentleman asleep in a deck chair. "And just what did you do?" "Oh! I just tapped the old fellow on the shoulder and said, 'I do hope you feel better now, sir!'"

A lady much above the usual size was trying to enter a street car. A passenger, who was waiting to get off, began to laugh at her futile efforts.

"If you were half a man, you'd help me on this street car," snapped the fat lady.

The passenger retorted, "Madam, if you were half a lady, you wouldn't need any help."

A colored man got his nerve together and took a flight in an aeroplane. As he climbed out of the ship on its return to the field, he turned to the pilot and said: "Suh, Ah has to thank you fo' both dem rides."

"What are you talking about?" said the aviator. "You only had one."

"No, suh," returned the passenger, "Ah done had two—mah fust an' mah last."—*Oilpull*.

"I'm going to give a series of lectures on Russia."

"But you've never been there."

"Well, neither have the people who will hear me lecture."—*The Pathfinder*.

Alfalfa Bill: What's the matter with me, doctor?

Doctor Hooey: You're not getting enough exercise. You should spend about two months in the city dodging automobiles.—*The Pathfinder*.

Lavinia: What made you quarrel with young Kissel?

Katrina: He proposed to me again last night.

Lavinia: What harm was there in that?

Katrina: Well, you see I had accepted him the night before.—*The Pathfinder*.

"Is that all the work you can do in an hour?" asked Sam's new employer.

"Well, boss," said Sam, "I dussay I could do moh'—but I nevah was one for showin' off."

Soapically Speaking.

He: "May I hold your Palmolive?"

She: "Not on your Life Buoy."

He: "Then I'm out of Lux?"

She: "Yes, Ivory formed."—*Oil Pull*.

As the Swedish barber said while giving an egg shampoo, after he had dropped the egg on his vest:

"Dat bane wun good yoke on me."

Was Rome founded by Romeo?

No, Juliet was found dead by Romeo.

Poor Dad.

Little MacDonald (to butcher): "Give me 10 cents worth of dog meat, and be sure it's fresh, for the last time you gave it to me father got sick."

"Pardon me, Professor, but last night your daughter accepted my proposal of marriage. I have called this morning to ask if there is any insanity in your family?"

"There must be!"

Brave, by Proxy.

Two little boys came into the dentist's office. One said to the dentist: "I want a tooth took out and I don't want no gas because I'm in a hurry."

Dentist: "That's a brave little boy. Which tooth is it?"

Little Boy: "Show him your tooth, Albert."—*The Furrow.*

Customer: "Where is that pretty dark-haired manicurist you used to have?"

Barber: "Oh, she dyed."

Another Boomerang.

Johnny: "Say, Dad, remember the story you told me about the time you were expelled from school?"

Dad: "Yes."

Johnny: "Well, isn't it funny how history repeats itself?"—*Oilpull.*

Learning Who's What.

Student (bumping into gray-haired man): "Hey, where the heck are you going?"

Man: "Say, kid, I guess you don't know who I am. I am the assistant football coach."

Student: "Oh, pardon me, sir; I thought you were the dean."—*Dartmouth Jack-o-Lantern.*

She Knew.

He: "Do you know what your one great defect is?"

She: "I simply can't think."

He: "Right—but I didn't think that you'd acknowledge it."

An uplift worker, visiting a prison, was much impressed by the melancholy attitude of one man she found.

"My poor man," she sympathized, "what is the length of your term?"

"Depends on politics, lady," replied the melancholy one. "I'm the warden."

A Short Short.

EFFIE CRAWFORD.

Boy kiss
Sweet Florrie,
Girl like
Old story.

Dad see,
Make sore,
Kick boy
Out door.

In lap
Sit then,
So boy
Kiss again.

Girl cry
A sight,
New date
Next night.

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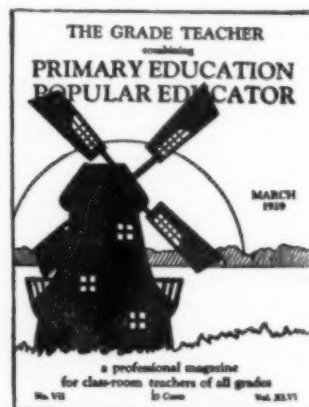
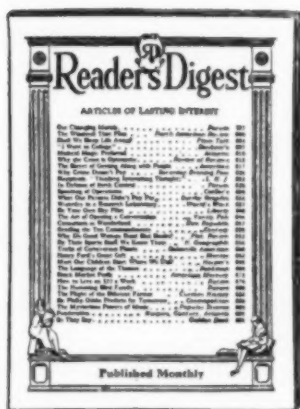
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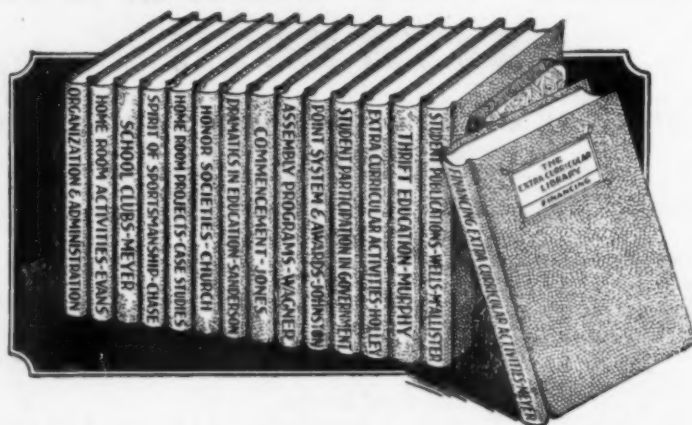
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